



Save the future: Enhancing substance abuse refusal skill in adolescent[☆]



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KEYWORDS

Adolescent;
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Abstract Adolescent is a vulnerable age to having negative impact as substance abuse. This study aimed to determine the effect of therapeutic group therapy and assertiveness training against substance abuse refusal skills in adolescent. The study used a quasi-experimental pre-post test without a control group. The research consisted of 87 high school adolescents in East Java. Data were obtain using Drugs Avoidance and Self Efficacy Scale (DASES) instrument. The results showed significantly increased substance abuse refusal skill after therapeutic group therapy and assertiveness training ($p > 0.05$). This research-proven who has nursing intervention using therapeutic group therapy and assertiveness training is recommended to increase substance abuse refusal skills who can prevent substance abuse in adolescent research.

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Introduction

Adolescent is transforming period, there are changing from the children to adulthood. Cognitive and behavior development has shown in this stage, one of the major developmental changes is trying something new include sub-

stance abuse trial.¹ This condition may be risk factor of drugs abuse in adolescent.² Negative impact as addiction, depression, and suicide has predicted occurs if this condition continues and not prevent early.

Based on the data United Nation of Drugs and Crime (UNODC) in 2016,³ noted that 16% substance abuse user in the world is the age adolescent. Meanwhile the use of drugs in adolescents in Indonesia is 2.2% in 2015. The data have showed that teens who use drugs are predicting increases years by years.

The Peer group is a social environment that give effect to the development of the adolescent. Adolescent will become very dependent on other people in their group to get recognition on actualizing it self.⁴ The influence of peer groups into deciding both the behavior and actions are

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done teenagers.⁵ One of the conditions that occur is the effect of drugs a peer pressure inside the peer groups.⁶ Adolescent must have refusal ability from substance abuse to compromise that difficult situation. The goals of this study is to measure substance abuse refusal skill and ability to prevent substance abuse in adolescent at Senior High School.

Method

Design

The design of this study was quasi-experimental with a pre-post test without a control group. Respondents get 2 nursing intervention, therapeutic control group, and assertiveness training. The sampling techniques used were purposive sampling, with a total sample of 87 high school adolescents in East Java.

Population and study setting

This study involved adolescents of class XI of SHS Muhammadiyah X Surabaya and SHS Muhammadiyah Kediri. They were active students at their respective schools and had agreed to be research respondents. This study was conducted for five months, from January to May.

Data collection

The researchers used three instruments in this study, including a demographic questionnaire, the Drugs Avoidance and Self Efficacy Scale (DASES) used to measure the ability to refusal abuse of drugs. The validity test results of the instrument were higher than r table (0.378); the validity of the Drugs Avoidance and Self Efficacy Scale (DASES) instrument ranged from 0.62 to 0.72. The reliability test results were determined based on Cronbach Alpha; the reliability of the Drugs Avoidance and Self Efficacy Scale (DASES) was 0.763. This shows that the instruments were suitable for use.

Data analysis

Data were analyzed used univariate and bivariate analyses. The univariate analysis used central tendency and frequency distribution. Meanwhile, the bivariate analysis used the paired t -test and repeated ANOVA.

Ethical aspects

The researcher used four ethical principles related to respondents, including respecting human dignity, respecting the privacy and confidentiality of research subjects, prioritizing justice and openness, and taking into account the benefits and losses incurred. This study has obtained the Ethics Committee of Faculty of Nursing, Universitas Indonesia No. 129/UN2.F 12.D/HKP.02.04/2019.

Table 1 Gender and friendship with drugs user ($n=87$).

| Variable | n | % |
|-----------------------------------|-----|-------|
| <i>Gender</i> | | |
| Male | 38 | 43.7% |
| Female | 49 | 56.3% |
| <i>Friendship with drugs user</i> | | |
| Yes | 37 | 42.5% |
| No | 50 | 57.5% |

Results

Characteristics of adolescents

The characteristics of adolescents consist of age, sex, and residence status. Most respondents in class XI SHS in South Jakarta were 16 years old, with the youngest being 15 years old and the oldest being 18 years old.

This study involved more female adolescents than male ones, with a percentage of 56.3%. The majority (57.5%) of class XI SHS adolescents in East Java didn't have friendship with the drug user (Table 1).

Effect of therapeutic group therapy and assertiveness training on substance abuse refusal skill

The researchers performed a paired t -test and repeated ANOVA to see the effect of therapeutic group therapy and assertiveness training on substance abuse refusal skill in adolescents. Adolescent substance abuse refusal skill showed a significance value of 0.004 ($p < 0.05$) after getting intervention. Based on the Avoidance and Self Efficacy Scale (DASES) Drugs the low ability category is (score = 16–31), sufficient ability (score = 32–63), and good ability (score 64–112).

Discussion

Most increasing ability of the substance abuse refusal skill in adolescents after therapy group therapeutic occur because teens gain additional knowledge about the changes in self-adolescent when getting TGT.⁵ Increased knowledge is shaping the response to the drug is negative or reject. Increased further increased after the administration of assertiveness training. It is happening because in the process of assertiveness training teenagers to practice to improve the resilience of the invitation using the drug even though the condition was brought pressure friends peer.^{6,7} Will, but the increase is not significant on the teenager after the therapy group therapeutic and exercise independently. The condition is triggered due to the adolescent development still be volatile^{1,4} in addition to the teens also tend to rely with the group. So that it can be concluded if a non-significant increase occurs because adolescents are still likely to always change if they do not get monitoring even though they have the ability (Table 2).

Therapy group therapeutic is a treatment that is used to improve the response of adaptive teens to changes that occur.⁵ Teens who get therapy group therapeutic proved

Table 2 Effect of therapeutic group therapy and assertiveness training on substance abuse refusal skill of adolescents in class XI senior high school in East Java ($n = 87$).

| Variable | Before TGT | After TGT | After TGT and AT | <i>p</i> -Value |
|---------------------------------------------|------------|-----------|------------------|-----------------|
| Substance abuse refusal skill of adolescent | 38.6 | 57.6 | 67.9 | 0.004 |

to have an adaptive response to the changes that are being experienced as a response emotional to the response behavior.⁸ Response teens to change into the basic ability of adolescents to cope with the abuse of drugs as a teenager will be able to judge about the dangers and damages are caused by the drug.

Assertiveness training provides reinforcement is great on adolescent able to face the situation difficult to relate to pressures friend peer to use the drug.⁹ Adolescent will be highly dependent with a group of peers because of his desire to be recognized its existence in the group are.¹ It is this that becomes a gap adolescent to start using drugs and will be trapped in dependence. To prevent the things that happened, then the teen should able to have the ability to refuse without fear of not acknowledged its existence in the group with the given assertiveness training. Teens will still have a high value of themselves and is able to position themselves to the right in the group.⁷ So that assertiveness training effective to increase the resilience of teenagers in the face of a situation difficult to relate to the pressure of the use of drugs by a friend of the same age.

Conclusion

It can be concluded that there is a significant relationship between emotional problems and self-esteem in adolescents. Promotional and prevention efforts regarding adolescent self-esteem include leadership, extracurricular, and cognitive behavior therapy training. Meanwhile, the promotion and prevention of adolescent emotional problems are through emotional intelligence training, group counseling, and mental health education. For further research, the researchers suggest intervention studies related to self-esteem and emotional problems in adolescents so that they can find out the impact and effectiveness of the programs provided.

Conflict of interest

The authors declare no conflict of interest.

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